

Virginia

Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning

World Geography Test Blueprint

**This revised blueprint will be effective with the administration
of the 2003-2004 History and Social Science
Standards of Learning Tests.**

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World Geography Blueprint

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Standards of Learning Test Blueprint Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the Standards of Learning tests. Two, they serve as a guide to educators, parents, and students in that they show (a) the Standards of Learning covered by the test and which, if any, have been excluded; (b) which Standards of Learning are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions are constructed; and (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, Virginia and United States History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by Harcourt Educational Measurement and the members of the Content Review Committees in developing the Standards of Learning tests. This section contains three parts:
 - A. General Considerations – lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
 - B. Item Format - lists information on how items for the test are constructed.
 - C. Ancillary Materials - lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
 - reporting categories for each test;
 - number of test items in each category;
 - Standards of Learning included in each reporting category. Standards of Learning are identified by their numbers and letters;
 - Standards of Learning which are excluded from the Standards of Learning test;
 - number of operational items on the test;
 - number of field-test items on the test; and
 - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each Standard of Learning is included. In addition, Standards of Learning that are excluded from the test are categorized by the reason they were not included.

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What is a reporting category?

Each test covers a number of Standards of Learning. In the test blueprint, Standards of Learning are grouped into categories that address related content and skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the World Geography Standards of Learning test is “Cultural Geography.” Each of the Standards of Learning in this reporting category addresses cultural characteristics and interactions. When the results of the Standards of Learning tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score.

Are some Standards of Learning assigned to more than one reporting category?

Letters under a particular Standard of Learning are sometimes coded to different reporting categories. For example, World Geography Standard of Learning WG.3b, which deals with regional landscapes, is assigned to the reporting category “Physical and Regional Geography” in the World Geography Standards of Learning test. However, Standard of Learning WG.3c, which deals with cultural characteristics, is assigned to the reporting category “Cultural Geography.” Each standard, as well as each letter under a standard, is assigned to only one reporting category.

Why are some Standards of Learning not tested on the Standards of Learning tests?

In some content areas, there are Standards of Learning that do not lend themselves to multiple-choice testing. However, all of the World Geography Standards of Learning are tested on the World Geography Standards of Learning test.

Will all Standards of Learning listed in the blueprint be assessed each time the Standards of Learning tests are given?

Due to the large number of Standards of Learning in a content area for a grade span, *every* Standard of Learning will not be assessed on every Standards of Learning test form. By necessity, to keep the length of a test reasonable, each test will sample from the Standards of Learning within a reporting category. However, every Standard of Learning is eligible for inclusion on each form of a Standards of Learning test.

World Geography

Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in History and Social Science for World Geography.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will **not** be timed.
4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.
5. Where appropriate, “real-life” examples and situations that the student would likely encounter will be used to present data or ask questions.
6. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
7. Information will be presented through written text and/or through visual materials, such as graphs, charts, maps, cartoons, or other illustrations.
8. Only one item will be linked to a piece of written text, or a graph, chart, map, cartoon, or other illustration.
9. When acronyms are used, both the complete name and the acronym will be given in most cases, for example, North Atlantic Treaty Organization (NATO).

B. Item Format

1. Each item will be a multiple-choice item containing four choices. Choices such as “None of the above,” “All of the above,” and “Not here” will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion.
4. Numerical answer choices, such as dates, will be arranged in ascending order.
5. Graphic displays, their corresponding questions, and response choices will appear on the same or facing pages.
6. Artwork accompanying items will be placed above the question unless, for clarity, the size or format of the artwork lends itself to another arrangement.
7. Negative words in the item stem (*i.e.*, “not,” “least,” “except”) will be emphasized by italics, boldface type, underlining, or capital letters.

C. Ancillary Materials

A blank sheet of white paper.

World Geography Blueprint Summary Table

Reporting Category	Number of Items	World Geography Standards of Learning
Physical and Regional Geography	25	WG.1a-c, e WG.2a-c WG.3a-b WG.4
Cultural Geography	8	WG.1d WG.3c WG.10b-c
Global and Urban Geography	15	WG.5 WG.6 WG.7b WG.10a WG.11a-c WG.12a-b
Economic Geography	12	WG.7a WG.8 WG.9a-d
Standards of Learning Excluded from This Test: None.		
Total Number of Operational Items		60
Field-Test Items*		10
Total Number of Items		70

* Field-test items will not be used to compute students' scores on the test.

Expanded Blueprint

World Geography

Reporting Category: Physical and Regional Geography Number of Items: 25
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World Geography Standards of Learning in This Reporting Category:

- WG.1 The student will use maps, globes, photographs, and pictures in order to
- obtain geographical information and apply the concepts of location, scale, and orientation;
 - develop and refine his or her mental maps of world regions;
 - create and compare political, physical, and thematic maps;
 - recognize different map projections and explain the concept of distortion.
- WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by
- identifying regional climatic patterns and weather phenomena and their effects on people and places;
 - describing how humans influence the environment and are influenced by it;
 - explaining how technology affects one's ability to modify the environment and adapt to it.
- WG.3 The student will apply the concept of a region by
- explaining how characteristics of regions have led to regional labels;
 - explaining how regional landscapes reflect cultural characteristics of their inhabitants.
- WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

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Reporting Category: Cultural Geography Number of Items: 8
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World Geography Standards of Learning in This Reporting Category:

- WG.1 The student will use maps, globes, photographs, and pictures in order to
- d) analyze and explain how different cultures develop different perspectives on the world and its problems.
- WG.3 The student will apply the concept of a region by
- c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.
- WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
- b) explaining and analyzing the different spatial divisions at the national and international levels;
 - c) analyzing ways cooperation occurs to solve problems and settle disputes.

Reporting Category: Global and Urban Geography Number of Items: 15

World Geography Standards of Learning in This Reporting Category:

- WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.
- WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- WG.7 The student will identify natural, human, and capital resources and explain their significance by
- b) evaluating perspectives and consequences regarding the use of resources.
- WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
- a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels.
- WG.11 The student will analyze the patterns of urban development by
- a) applying the concepts of site and situation to major cities in each region;
 - b) explaining how the functions of towns and cities have changed over time;
 - c) describing the unique influence of urban areas and some challenges they face.
- WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by
- a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
 - b) relating current events to the physical and human characteristics of places and regions.

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Reporting Category: Economic Geography Number of Items: 12

World Geography Standards of Learning in This Reporting Category:

- WG.7 The student will identify natural, human, and capital resources and explain their significance by
- a) showing patterns of economic activity and land use.
- WG.8 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.
- WG.9 The student will analyze the global patterns and networks of economic interdependence by
- a) identifying criteria that influence economic activities;
 - b) explaining comparative advantage and its relationship to international trade;
 - c) describing ways that economic and social interactions have changed over time;
 - d) describing and evaluating the formation of economic unions.